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ABSTRACT

This program resource guide is a compilation of all programs and projects on preventing school violence and vandalism referenced in National School Resource Network (NSRN) materials. The programs cited are described in NSRN trainers' guides, participant guides, technical assistance bulletins, an "Aha" listing, and a compendium. The index is designed to be a quick and easy-to-use reference for new, innovative, and exciting programs. The programs and projects are listed under the following topic categories: (1) violence/vandalism prevention programs, (2) problem identification and program design, (3) physical security, (4) school climate, (5) environment, (6) discipline and governance, (7) school-parent-community relations, (8) interpersonal relations and communications, and (9) juvenile delinquency and juvenile justice. (Author/MLF)

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Program Resource Guide

1980

National School Resource Network

INTRODUCTION

This program resource guide is a compilation of all programs and projects on preventing school violence and vandalism referenced in National School Resource Network materials. The programs cited are described in NSRN trainers' guides, participant guides, technical assistance bulletins, "Aha" listing, and compendium. The index is designed to be a quick and easy-to-use reference for new, innovative, and exciting programs.

This is the first edition of the guide. We will continually update it--add new programs as we find them--include contact persons whenever possible--and provide more information for readers.

For more information on a particular reference cited in the guide, call toll free (800-638-8090) or write to the National School Resource Network, 5530 Wisconsin Avenue, N.W., Washington, D.C. 20015.

TOPIC CATEGORIES

I. Violence/Vandalism Prevention Programs

1. general reference on school violence and vandalism
2. categorization and analysis of problems
3. primary research/studies
4. school crime statistics
5. substance abuse
6. disruptive behavior
7. crime against persons
8. crimes against property
9. vandalism prevention
10. truancy abatement programs
11. violence/vandalism curriculum

II. Problem Identification and Program Design

1. general reference on program planning, implementation
2. problem and needs assessment
3. reporting systems
4. attitude surveys
5. planning models
6. evaluation of programs

III. Physical Security

1. general reference on school security
2. school security programs
3. crisis prevention/intervention
4. personnel (training, qualifications, responsibilities)
5. security of school activities (non-school hours)
6. police-school security interface
7. community involvement with security
8. vandalism and vandalism prevention
9. hardware - technology
10. student-involvement in security
11. teacher - involvement

IV. School Climate

1. general reference on improving climate
2. school structure and organization
3. innovative curriculum
4. alternative education programs
5. school-based juvenile delinquency prevention programs
6. student involvement
7. school personnel development
8. law related education

V. Environment

1. general reference on environment and architecture
2. crime prevention through environmental design
3. environment-behavior relations
4. involving students in environmental

VI. Discipline and Governance

1. general reference on discipline policy, practice
2. guidelines, codes, and handbooks
3. legal framework
4. due process
5. student, teacher, parent rights
6. major disciplinary theories and approaches
7. alternatives to suspension
8. corporal punishment
9. classroom discipline
10. involivng students, teachers in development of rules

VII. School-Parent-Community Relations

1. general reference on school-community interface
2. parent-neighborhood-community involvement
3. relationships with law enforcement agencies
4. relationships with juvenile justice agencies
5. relationships with community service and rehabilitation agencies
6. government, private sector resources and funding
7. advocacy groups
8. unions and professional associations
9. school-public relations

VIII. Interpersonal Relations and Communications

1. general reference on interpersonal relations and communications
2. inter and intra group relations and communications
3. attitudes
4. working with youth
5. counseling programs
6. intercultural, interracial relations
7. conflict management/dispute resolution
8. psychology of violence and distructive behavior
9. students in governance

IX. Juvenile Delinquency and Juvenile Justice

1. general reference

2. Juvenile Delinquency Prevention programs (community-based)

3. Youth and the courts

ABBREVIATIONS USED UNDER MATERIALS REFERENCED

MODULE	MOD.
TRAINER GUIDE	TG
PARTICIPANT GUIDE	PG
BACKGROUND MATERIAL	BKGD.
TECHNICAL ASSISTANCE BULLETIN	TAB
RESOURCE	R

I. Violence/Vandalism Prevention Programs

	Title of Program	Location	Description	Materials Reference
5.	SUBSTANCE ABUSE			
	Rock County Alcohol & Drug Abuse Program	Janesville, Wisconsin	This program provides a preventive educational approach to alcohol and drugs. Its services are designed for students & their parents.	Mod. 3.3; TG/PG Bkgd 3.3.4
	Drug Education Classes	New York City, New York	This school holds drug education classes for teachers. The courses are taught in collaboration with the local drug treatment agency.	Mod. 7.1; TG
	Restitution	Rome, Georgia	Police speak to parents of student vandals before filing charges. Parents may sign a restitution agreement and agree to pay for damages to avoid charges.	Aha Index
8.	CRIMES AGAINST PROPERTY			
	Restitution Program	Toledo, Ohio	A restitution program exists in 22 high schools. Students who damage property must pay for it.	Alt. App. 2.4
	Restitution Program	Wayne, New Jersey Neumann Preparatory School	The student council is billed for acts of vandalism.	Alt. App. 2.4
9.	VANDALISM PREVENTION			
	Anti-Vandalism Program	Evanston, Illinois High School District	Reports of incidents of vandalism are posted near the school cafeteria and costs are noted for students.	Aha Index

Title of Program	Location	Description	Materials Reference
Financial Incentives for Reducing Vandalism	Colorado Springs, Colorado	The teachers association and Board of Realtors established and set an anti-vandalism account ($500 + 65¢/student). Any money left over at the end of the year after vandalism expenses were paid could be spent by the students for whatever school project they chose.	Aha Index
Concerned Citizens Action Program	Denver, Colorado	Citizens are encouraged to report suspicious activity near the school. Monetary reward is offered for information leading to the apprehension of vandals.	Mod. 7.3; TG Bkgd 7.3.5
Speakers Bureau	Athens, Georgia	To increase community awareness of costs & extent of vandalism, this school organized a speakers bureau composed of teachers, administrators, business people, service agents, and community volunteers. Each speaker was given a speakers kit on vandalism along with a 17 minute slide presentation.	Aha Index
Anti-Vandalism Incentive Program	Bound Brook, New Jersey Bound Brook High School	The Board of Education allocates $1.00 per student. Costs of repairs and replacement of equipment and fixtures damaged by vandalism are taken from the account. The money left in the account at the end of the year goes to the students. A committee oversees the process.	Alt. App. 2.4

Title of Program	Location	Description	Materials Reference
Planning/Action Committee	Colorado Springs, Colorado	Community members near Doherty High School believed the lack of school pride was a key factor in the school vandalism problem. School and community members organized into a planning/action committee and established a year-long anti-vandalism program. Activities included Up Days, concerts, & activities to improve school pride.	Mod. 7.1; TG/PG
Juvenile Vandalism Committee	Seattle, Washington	A juvenile vandalism committee made up of volunteer students meets weekly to deal with teenage offenders. Offenders and the committee work together until a sanction is agreed upon. Offenders are often asked to put something back into the community to compensate for what they have taken.	
Community Involvement	Colorado Springs, Colorado	A Colorado Springs school got MacDonalds, Hot Shoppes, and other businesses catering to students to offer cash prizes to students for directing an anti-vandalism campaign.	Mod. 5.5 TAB #26
Incentive-Based Vandalism Prevention Program	San Francisco, California Unified School District	Each school in South San Francisco Unified School District receives a budget allocation of $1.00 per student. After costs for vandalism are deducted from the fund, students can use the money for the projects of their choosing.	Mod. 5.2; TG

Title of Program	Location	Description	Materials Reference
Anti-Vandalism Curriculum	Colorado Springs, Colorado Sabin Junior High Rome, Georgia	A curriculum was designed to educate students about vandalism. Lectures, along with student involvement in city projects have been funded by local businesses. Projects are often developed by student leaders.	TAB #26
Awareness Program	Wannatosa, Wisconsin Wannatosa High School	Students leading this anti-vandalism program brought in star athletes to talk to the student body about vandalism.	TAB #26
Students Teaching Students	Lexington, Kentucky	Older students teach younger students about vandalism. The provide up-to-date data on the consequences of vandalism.	TAB #26
Anti-Vandalism Week	Colorado Springs, Colorado Sabin Junior High School	Student leaders sponsor a different activity everyday including posters, skits, and videotapes to increase all students' awareness of the problems associated with vandalism. The week culminates in a school-wide clean-up day.	TAB #26
Pride Program	San Diego, California	This guide provides activities and programs to increase student pride in schools.	TAB #26
Vandalism Prevention	Claymont, Delaware	Police, board members, community members and school officials formed committees, and developed plans and recommendations to the school board to fight vandalism. Activities included: public relations campaign to increase awareness of the problem and police meetings with students and parents.	Aha Index

Title of Program	Location	Description	Materials Reference
10. TRUANCY ABATEMENT PROGRAMS			
Operation Stay-in-School	Los Angeles, California Fresno, California	Officers pick up truant students and take them to a center. School personnel call parents to return students to school	Mod. 7.5; TG Bkgd 7.5.3, TAB #15
Program Plus	Cincinnati, Ohio	This program brings students with attendance or behavior problems into school with their parents before the school year begins. The students work out a behavior contract and agree to check in with the guidance counselor.	Alt. App. 2.4
Computerized Attendance Record	Reno, Nevada	A computerized attendance record is kept for all students daily. Parents are notified of student absences.	Alt. App 2.4
Evening Call Program	Fullerton, California Fullerton High School	Parents are called by part-time workers the first time their child misses school. Calls are made in the evening when the parents and child are likely to be home.	Alt. App. 2.4
Parents Contacting Parents	Boston, Massachusetts Charlestown High School	Volunteer parents contact families whose children have been absent from school.	Alt. App. 2.4
Parents Called	Kansas Leavenworth High School	Parents are notified on the telephone of their child's fourth absence from school and are notified by registered mail for their child's eighth absence.	Alt. App. 2.4

Title of Program	Location	Description	Materials Reference
Weekly Attendance Reports	Skokie, Illinois Niles North High School	Weekly attendance reports are mailed to parents.	Alt. App. 2.4
Reward Method	El Paso, Texas Howe High School	Good grades and good attendance can excuse a student from a final exam.	Alt. App. 2.4
Volunteer Parents	Dallas, Texas	The school district uses volunteer parents to phone other parents of absent students.	Mod. 7.1
Truancy Task Force	Toledo, Ohio	A coalition of public agencies, parents, and teachers meet monthly and work on truancy problems. Each person or agency determines its role in response to truant students.	Mod. 7.5; TG Bkgd 7.5.4 TAB #14
Truancy Abatement	Montgomery County, Maryland Western High School	One school administrator coordinates all facets of this effort to reduce absenteeism. Parents are immediately called and are very cooperative in getting students back to school.	Aha Index
	New York Schools	a note is immediately sent to the office. The office calls the parents and the student is suspended if an acceptable excuse is not offered. A student is readily readmitted if he/she returns to school accompanied by a parent.	

Title of Program	Location	Description	Materials Reference
Saturday School	Bangor, Maine	In response to a big problem with tardiness, this school instituted a "Saturday School." The school is staffed by volunteer teachers who receive extra pay. Students who are tardy more than once per week are referred to the Saturday School.	Aha Index
11. VIOLENCE/VANDALISM CURRICULUM			
Crime Resistance Course	DeKalb County, Georgia	A course in criminology and crime resistance is offered as an elective at a high school in DeKalb County. Curriculum includes studies of attitudes and roles of youth in reporting and preventing victimization, the criminal justice system and juvenile agencies, law and legal definitions, and theory regarding juvenile offenders.	TAB #24
TIPS Program	Charlottesville, Virginia Albemarle County	TIPS (Teaching Individuals Positive Solutions and Teaching Individuals Protective Strategies) was developed by school officials, the police department, the local sheriff, and FBI. The TIPS program centers on a curriculum which focuses on effective solutions to conflict, concepts of victimization, reducing vulnerability to crime, responsible participation in justice process, etc.	TAB #24

II. Problem Identification and Program Design

Title of Program	Location	Description	Materials Reference
3. REPORTING SYSTEMS			
Computerized Discipline Reporting System	Alexandria, Virginia	The discipline reporting system includes brief check-off forms which describe student misbehaviors. Forms are completed by teachers and administrators and are sent to a computer center. A monthly print out details information on incidences throughout the school.	Mod. 2.1; TG/PG TAB #27
Reporting Incidences on School Bus	Salem, Oregon Salem Public Schools	A four-step reporting and follow-up process is used to prevent misbehavior on buses. When an incident occurs, a conference is held with student and parents.	TAB #15
Incident Reporting System	Baltimore, Maryland Baltimore City Public Schools Broward County, Florida Grand Rapids, Michigan Pittsburgh, Pennsylvania	Suggested methodologies for reporting incidents of crime are described.	Mod. 5.4; TG/PG R 5.4.1 TAB #11

III. Physical Security

Title of Program	Location	Description	Materials Reference
2. SCHOOL SECURITY PROGRAMS			
Guidelines for School Safety	New York, New York	Guidelines for developing school safety plans have been developed and used by principals in New York City. The guidelines standardize the approach to safety planning.	Mod. 5.2; TG/PG Bkgd 5.2.1 TAB #13
3. CRISIS PREVENTION/INTERVENTION			
Weapon Identification	Chicago, Illinois Chicago Public School System	Security staff are trained to identify concealed weapons of students entering school.	Mod. 4.3; TG
School Police Liaison Program	Omaha, Nebraska	Each school within the district has a liaison officer assigned to it. The officer periodically visits the school to get to know students and staff better. The officer will talk to anyone individually if requested and makes presentations to classes and school groups.	
4. PERSONNEL (TRAINING, QUALITIFICATIONS, RESPONSIBILITIES)			
Security Aides	Appoquinimink, Delaware Appoquinimink School District	Ceta funds are used to hire two paraprofessionals who work to prevent discipline problems throughout the school. These aides work in the hallways and cafeterias, get to know students on a first name basis and may make referrals as appropriate.	Aha Index

Title of Program	Location	Description	Materials Reference
Police Officers	Washington, D.C. Baltimore, Maryland Portland, Oregon Los Angeles, California	School security personnel are commissioned as police officers. The method is the equivalent of hiring local police.	Mod. 5.4; TG/PG Bkgd. 5.4.1, 5.4.2
Commissioned Officers	Portland, Oregon Seattle, Washington	The school security officers are commissioned and participate in state training programs.	Mod 5.4; TG/PG
School Coverage	Reno, Nevada Washoe County	School security provides daytime coverage and private guard service is hired at night.	Mod 5.4; TG
Staff Development for School Staff	Montgomery County, Maryland Seattle, Washington	Staff development meetings are used to make the staff aware of security programs.	Mod. 5.4; TG/PG
Nonuniformed Officers	Memphis, Tennessee Winston-Salem, North Carolina	Non-uniformed officers work in the security system.	Mod. 7.5; TG Bkgd. 7.5.3, 7.5.4
5. SECURITY OF SCHOOL ACTIVITIES (NON-SCHOOL HOURS)			
Security Patrols	Fairfax County, Virginia	A special security staff for night-time and weekend patrols are hired from private security agencies.	Mod. 5.3; TG
Nighttime Police Presence	Broward County, Florida	Community police are offered office space in schools at night. Their presence acts as a natural deterrant to theft or break-ins.	Mod. 5.3; 5.5 TG

Title of Program	Location	Description	Materials Reference
CB Reporting	Seattle, Washington	A local CB organization observes school grounds at night and reports anything unusual to police.	Mod. 7.1
7. COMMUNITY INVOLVEMENT WITH SECURITY			
Cafeteria Monitors	New York City, New York New York City Schools	Cafeteria monitors consisting of retired community members and Attica prison guards supervise students in the cafeteria in return for minimum wage and lunch. Monitors frequently eat and talk with students and offer advice as appropriate.	Aha Index
Neighborhood Watch Program	Portland, Oregon Fairfax, Virginia	Persons living near the school grounds are given a security phone number to call regarding suspicious behavior.	Mod. 5.2, 7.1 TAB #6
Helping Hand	Indianapolis, Indiana Citizens Forum; Colorado Springs, Colorado Carver, Penrose, Sabin Schools; Washington, D.C. Shaed Elementary	These programs involve the physical identification of stores, homes, restaurants and other establishments in which children on their way to and from school may go for assistance and/or safety. Identification cards are placed in windows of cooperating establishments and homes.	Mod. 5.2, 7.1, 1.4; TG/PG TAB #2
Trailer Watch	Pinellas, Florida Clearwater, Florida Elk Grove, California	Employees of the Board of Education or law enforcement officers live in the school property and "watch" the school in return for free rent. These individuals alert police to suspicious behavior and generally act as a deterrent to break-ins.	Mod. 5.2; TG/PG TAB #17

Title of Program	Location	Description	Materials Reference
Live-In Custodians	Seattle, Washington	Custodians and family members have apartments in the school and watch for vandalism.	Mod. 5.2; TG/PG
Eyes on the School	Chattanooga, Tennessee	Custodial staff have been placed on three eight-hour shifts to provide a program of 24-hour surveillance.	Mod. 5.2; TG/PG
Investigative Counselors	Evanston, Illinois	School security officers acting as "investigative counselors" respond to truancy problems by attempting to coordinate the student's return to school with the help of parents. These plain-clothed officers receive special training in law enforcement.	Aha Index
Parent Observes Program	Chicago, Illinois	School police asked PTA parents to patrol school grounds and report unusual incidents to the police.	Mod. 7.3; TG/PG Bkgd 7.3.1
8. VANDALISM AND VANDALISM PREVENTION			
Bathroom Security Devices	Evanston, Illinois	Security officers reversed restroom door mechanism so the doors to the restrooms remain permanently open. Passersby cannot see in but can hear if anything is wrong.	Aha Index
24 Hour Hotline	Reno, Nevada Washoe County School District	Members of the community contribute to school security by calling in suspicious activities near or at the school.	Mod. 5.1; TG/PG Bkgd 5.2.3

	Title of Program	Location	Description	Materials Reference
9.	HARDWARE - TECHNOLOGY			
	Walkie-Talkie	New York, New York New York City Schools	Security officers and school staff detail how to secure, maintain, and effectively use two-way radios to provide faster and more comprehensive communications when incidents of violence or vandalism are imminent.	TAB #8
	Operation Identification	Houston, Texas	A system and checklist for identifying all equipment in the school. All equipment is identified with numbering system.	Mod. 5.2
	Building Alarms	Omaha, Nebraska Omaha Public School	School buildings have night alarms that alert a private security agency.	Aha Index
	Key Control System	Kentucky Public Schools	A six-step procedure for control and maintenance of keys.	Mod. 5.3; TG/PG
	Lock and Key Control	Seattle, Washington Portland, Oregon Bronx & Manhattan New York City Schools Fairfax County, Virginia	A lock and key exchange program for increasing security and decreasing expenses. Neighborhood schools exchange lock cores or combination locks along with all combination keys and locks.	Mod. 5.3; TG/PG TAB #10
	Centralized Reporting and Monitoring System	Renton, Kent, Auburn, Tacoma, Issequah, Washington	Five schools work together with a centralized reporting and monitoring system. The system includes alarm monitoring, alarm response, radio communications, follow-up reporting for their records.	Mod. 5.5; TG

Title of Program	Location	Description	Materials Reference
Lock/Key Control	Seattle, Washington Public Schools	Seattle schools have developed policies & procedures for controlling keys. The principal plus one designee have master keys and all special requests for keys and entrance go through these two staff members.	Mod. 5.1; TG TAB #10
10. STUDENT INVOLVEMENT IN SECURITY			
Student Weekend Night Patrol	Fairborn, Ohio Fairborn Park Hills High School	Students monitor the school at night, on weekends, and holidays in return for minimum wage	Mod. 5.2; TG Bkgd. 5.2.1
Student Vandalism Patrol Program	Pittsburgh, Pennsylvania Pittsburgh Public Schools	Students patrol the school grounds during summer months. They are usually dressed in colorful T-shirts and their presence frequently acts as a deterrant to potential problems.	Mod. 5.2; TG Bkgd. 5.2.1 Aha Index
Student Security Aide Program	Pittsburgh, Pennsylvania Pittsburgh Board of Education	This program uses disruptive students who are influential with classmates as security aides. Students work with the regular security staff.	Mod. 5.2; TG/PG Bkgd. 5.2.2 Mod. 7.1 TAB #18
Student Security Advisory Council	Prince Georges County, Maryland Prince Georges High School	Student groups are used to identify security problems and recommend solutions to the security department.	Mod. 5.2; TG Bkgd. 5.2.4

Title of Program	Location	Description	Materials Reference
Student Visitor Reception Committee	Dallas, Texas Comstock Middle School	Visitors are greeted at a visitor reception table by a student reception committee. Legitimate visitors are given a color coded ribbon marked "Comstock Visitor" which announces where in the school the visitor may travel.	TAB #20
11. TEACHER INVOLVEMENT			
Crisis Intervention Teachers	Mark Twain High School, Maryland	Teachers are trained to respond to crisis situations plus have regular teaching duties.	Mod. 5.2; TG
Teacher Patrols	Los Angeles, California South Gate Junior High	Teachers work for week intervals monitoring high risk areas in schools.	Mod. 5.2; TG
Teacher Patrol	Dade County, Florida	Male teachers regularly patrol assigned areas throughout the school which have been identified as high risk areas.	Mod. 5.2; TG

IV. School Climate

Title of Program	Location	Description	Materials Reference
1. GENERAL REFERENCE ON IMPROVING CLIMATE			
School Climate Improvement Project	Widefield, Colorado School District	All persons involved with the school are surveyed for their perceptions regarding school climate. These results form a school climate profile and follow-up activities are designed based upon this data.	Mod. 3.1; TG/PG Bkgd 3.1.2
School Climate Improvement	Colorado Springs, Colorado	Efforts in this school to enhance school climate include competency based instructions, cultural and ethnic awareness and representation in student government.	Mod. 3.1; TG/PG Bkgd 3.1.2
Open Campus and Flexible Scheduling	Lamar, Colorado School District	Students are allowed to develop a flexible-time class schedule, plan their nonlearning experiences, and have independent study as well as tutorial services.	Mod 3.1; TG/PG Bkgd 3.1.2
Class Discussion of School Regulations	Lamar, Colorado School District	At the beginning of every year, a special class session is dedicated to reviewing school rules. Student recommendations are requested as to the appropriateness of the rules and sanctions.	Mod. 3.1; TG/PG Bkgd 3.1.2
Climate Assessment	Walnut Creek, California	This is a project for training students in assessing school climate. Students participate in a course and assess their school's climate	Mod. 3.1; TG/PG Bkgd 3.3.1

Title of Program	Location	Description	Materials Reference
2. SCHOOL STRUCTURE AND ORGANIZATION			
Project: Deans	Checay Creek, Colorado Checay Creek School District	Four teachers were employed as deans as a result of their outstanding relationship to students.	Mod. 3.1; TG/PG Bkgd 3.1.2
School Wide Advisory System	Adams County, Colorado Adams County School District	An advisory system was developed to improve interactions between students and staff. The main focus is on educational planning and home-to-school communications.	Mod. 3.1; TG/PG Bkgd 3.1.2
Organizational Development Project	Boulder, Colorado	Faculty is trained in organizational development theory and strategies. They are then required to survey students, parents, and staff for curriculum improvements.	Mod. 3.1; TG/PG Bkgd 3.1.2
Reorganizing School Staff	New York, New York New York City Schools	One principal abolished the vice principal position and selected three teachers who had demonstrated effectiveness with discipline problems to act as administrative assistants. Each was assigned a grade level and, in addition to 1/2 time teaching, was responsible for discipline problems in that grade.	Aha Index
3. INNOVATIVE CURRICULUM			
Foreign Language Program	Flint, Michigan Flint Community Schools	Special enrichment courses provide students with a chance to learn and retain their ancestral language.	TAB #21

Title of Program	Location	Description	Materials Reference
Academic Olympics	Flint, Michigan Flint Community Schools	Designed as an academically oriented game, this program utilizes a sportslike atmosphere to encourage academic achievement.	TAB #21
New Model Me	Lakewood, Ohio Lakewood Public Schools	The New Model Me is a curriculum developed by the Lakewood Public Schools and the Educational Research Council of America. The materials focus on human behavior, values, and change.	Alt. App. 2.4 National Diffusion Network Project
Learning Activities Package	Miami, Florida	LAP is a mini-course taught in a high school in Florida. It focuses on definitions of assaults, disruptive behavior, and consequences of misbehavior.	Alt. App. 2.4
Get A Handle on Language and Fly	Poudre, Colorado School District	This is a project oriented English class designed for students with a history of failure. All writing, speaking, and grammar skills are centered around high-interest mini-units (1-3 weeks).	Mod. 3.1; TG/PG Bkgd 3.1.2
4. ALTERNATIVE EDUCATION PROGRAMS			
Project Adventure	Hamilton, Massachusetts	Staff works with teachers throughout the U.S. to design experimental adventure curriculums.	Mod. 3.3; TG/PG Bkgd 3.3.4

Title of Program	Location	Description	Materials Reference
Wilderness Experience/Outward Bound Discovery, Inc.	Columbia, Maryland	Positive and negative students (ratio 2-1) are brought together for nonverbal activities. Trained outdoors staff accompany these students on a week of safe yet very active outdoor experiences; e.g., rock climbing, obstacle courses, etc. The focus is on leadership development, team building, and positive peer influence.	Aha Index
Focus Dissemination Project	Hastings, Minnesota	This program is designed for students who lack motivation, confidence, and have low self-esteem. Through an emphasis on group counseling and improvement of basic skills, a classroom culture is built that demonstrates caring and success.	National Diffusion Natwork Project
Comprehensive Help for Individual Learning Differences (CHILD)	Genesco, New York	This is a 12-hour day-program including a camp learning component, evening education in homes, weekend recreation, and medical services. It is specifically intended to serve bilingual, migrant, and handicapped students.	Aha Index
Houston Bilingual Program	Houston, Texas	A bilingual/bicultural program that provides initial instructions in the student's native language and cultural environment. Emphasis is on improving self-concept, academic achievement, and fluency in English.	Aha Index

Title of Program	Location	Description	Materials Reference
Diversified Educational Experiences Program (DEEP)	Wichita, Kansas	A new method for organizing and rearranging an academic classroom. Emphasis is placed on learner success through students designing many of their own learning tasks. The class is highly structured and runs much like a workshop.	National Diffusion Network Project
Experience-Based Career Education (EBCE)	San Francisco, California	Experience-Based Career Education (EBCE). Through experience in a wide variety of real-life settings, student acquire both academic and job-related skills. Emphasis is placed on individualized learning packages plus jobs in the community.	National Diffusion Network Project
Education and Work Program	Portland, Oregon	This alternative school is designed for the academically disadvantaged migrant, or bilingual, and handicapped student. Traditional instruction implements students' work projects in the community. Emphasis is placed on learning effective career skills and writing about the work experience at the end of the semester.	National Diffusion Network Project
Project Discovery	Red Oak, Iowa	A program within a regular school which has students search for a career theme, not just a job. These materials are placed into exploration packages and can be used by any teacher. Packages are also designed for students with special needs such as minorities and handicapped.	National Diffusion Network Project

Title of Program	Location	Description	Materials Reference
Project Catch-Up	Newport Beach, California	A diagnostic and prescriptive laboratory program in reading or math for academically and/or economically disadvantaged youth. Laboratory teachers identify individual needs of students and then select high-interest resource materials to meet the student's needs.	National Diffusion Network Project
Needs and Objectives for Migrant Advancement and Development (NOMAD)	Lawrence, Michigan	A school year tutorial program, summer education program and family unit program designed to meet the needs of migrant students. This is an individualized tutorial program that supplements regular school instruction. Teachers act as liaison between school and home. Some work occurs in a van in the migrant camp.	National Diffusion Network Project
Continuing Education	Sunnyside, Washington	A method for continuing education and credit when a migrant student must move. This alternative school gives individualized instruction at a time when students can attend or at home. Credit is transferred back to the student's home-based school.	National Diffusion Network Project
Chance for Every Child	Warren, Michigan	A diagnostic/prescriptive program for low-achievers carried out within the regular classroom. Reading specialists work with teachers to plan a students' program. Program is especially helpful for disadvantaged youth.	National Diffusion Network Project

Title of Program	Location	Description	Materials Reference
Reading Instruction and Pupil Personnel Services (RIPPS)	Portsmouth, Rhode Island	A team-approach program designed to improve reading achievement and self-concept of reading-disabled students. Parents, school staff, and social services work together to respond to the reading and personal needs of a student.	National Diffusion Network Project
Right to Read	San Diego, California	This program is an effort to eliminate illiteracy and turn kids on to reading. The program deals with causes of reading problems, does a needs assessment of each student, and makes use of peers, volunteers, and parents as aides to teachers.	National Diffusion Network Project
Student Team Learning	Baltimore, Maryland	This program places students in instructional groups of 4 to 5 member multi-ethnic learning teams to master basic skills. Emphasis is on improving intergroup relations as well as academic skills.	National Diffusion Network Project
Project Advocate	Geneva, Illinois	This is a short-term (3-4 semesters) self-contained program for the severely behavior-disordered student. Students are referred because they present major behavior problems in the classroom but are not delinquent. Behavior modification, time-out rooms, and a token economy are several of the tools employed to reshape behavior.	National Diffusion Network Project

Title of Program	Location	Description	Materials Reference
Alternatives in Education	Alamosa, Colorado Alamosa School District	Curriculum options are offered to students toward completing their high school diploma. Emphasis is on making use of the community for learning experiences.	Mod. 3.1; TG/PG Bkgd 3.1.2
School Within a School	Harrison, Colorado Harrison District 2	This program aims at decreasing alienation among dissatisfied youth through individualized instruction, counseling, and working experiences. Each student has a special one-to-one relationship with the teachers.	Mod. 3.1; TG/PG Bkgd 3.1.2
Secondary Credit Exchange Program	Sunnyside, Washington	A method for continuing education and credit when a migrant student must move. This alternative school gives individualized instruction at a time when students can attend or at home. Credit is transferred back to the student's home-based school.	National Diffusion Network Project
Equivalent Instructional Experience	Springfield, Illinois Springfield District #168	This project permits students to complete course objectives through school and community-based learning experiences.	Aha Index
Outdoor Education Programs	Bloomington, Illinois Bloomington Junior High	This is an outdoor program designed to enhance student's self-concepts and self-esteem through alternative education experiences. Emphasis is on successful completion of outdoor physical tasks.	Mod. 3.3; TG/PG Bkgd 3.3.4

Title of Program	Location	Description	Materials Reference
Second Wind Program	Cedar Falls, Iowa	An outdoor canoe trip is planned for students, educators, and police to improve disruptive youth's attitudes towards authority figures.	Mod. 3.3; TG/PG Bkgd 3.3.4
Alternative Education Project	Loch Haven, Pennsylvania Keystone Central School District	Held at the YMCA, students who are suspended/expelled do academic work plus receive counseling. Behavior modification and reality therapy are used.	Mod. 3.3; TG/PG Bkgd 3.3.4
St. Paul Open School	St. Paul, Minnesota St. Paul Open School	Alternative programming at this school includes advisor-advisee system; use of volunteers; shared decision-making; use of world beyond classroom for instruction.	Mod. 3.3; TG/PG Bkgd 3.3.4
Alternative School	Portland, Oregon	This alternative school is designed for the academically disadvantaged, migrant or bilingual, and handicapped student. Traditional instruction supplements student's work projects in the community. Emphasis is placed on learning effective career skills and writing about the work experience at the end of the semester.	Aha Index
Career Intern Program	Philadelphia, Pennsylvania	This program is aimed at drop-out prevention. Students attend this school fulltime. Emphasis is on practical academic skills; e.g., consumer math and career-oriented activities.	National Diffusion Network Project

Title of Program	Location	Description	Materials Reference
Open Living School		This is a public alternative school where students apprentice with community workers. Students work at day care, centers, T.V. stations, zoos, etc., and just about any other location in the community where there is work to be done.	Mod. 3.3; TG/PG Bkgd 3.3.4
5. SCHOOL-BASED JUVENILE DELINQUENCY PREVENTION PROGRAMS			
Court Alternative Program	Kissimmee, Florida	This is a program to coordinate community services for potentially delinquent youths. Staff identify community services and attempt to match these resources to the needs of the problem juvenile.	Mod. 3.3; TG/PG Bkgd 3.3.4
Project Way-Out		This program provides education, employment, and counseling to disruptive juveniles as an alternative to institutionalization.	Mod. 3.3; TG/PG Bkgd 3.3.4
6. STUDENT INVOLVEMENT			
Rumor Control	Granada Hills, California	Specially trained staff work to reduce tensions in the school during periods of student unrest. Staff act as liaisons between school administrators and students.	Mod. 3.3; TG/PG Bkgd 3.3.4
Open Road	Oakland, California	"Natural" student leaders are identified, participate in a leadership skills building class, and participate in a number of school projects.	Mod. 2.1 TAB #30

Title of Program	Location	Description	Materials Reference
Career Center		Students are trained and paid or given credit to advise peers on employment matters. Students locate jobs, review requirements and learn job seeking skills including interviewing and resume writing.	Mod. 3.3; TG/PG Bkgd 3.3.4
Computer Car Pooling	Denver, Colorado George Washington High School	Students in a contemporary issues class developed a computerized car pool program. Community members use this listing and students become consultants to all who want to use it.	Mod. 3.3;
Committee on Student Participation in School Management	New York City, New York	Principals, teachers, several students, or parents organized and met with the city superintendent to recommend procedures to give students a voice in all school matters; e.g., discipline policies, curriculum, and rules.	Aha Index
Executive Internships of American	New York, New York	Top executives become teachers to students in business, government, hospitals, and museums. Students receive credit for their work experiences.	Mod. 3.3, 3.3.4
Governmental Responsibility and Student Participation (GRASP)	Salem, Oregon	This project provides students with academic credit and direct internship in local government job.	Mod. 3.3, 3.3.4
Youth Employment Planning Team	Portland, Oregon	This is a program designed to open up new areas of employment for youth. Staff members survey the community and arrange employment for students after school and during the summer.	Mod. 3.3; TG/PG Bkgd 3.3.4

Title of Program	Location	Description	Materials Reference
Day Care Youth Helper Program		Students develop learning activities and work with children in day care centers. Students get credit for work if they also attend a seminar.	Mod. 3.3; TG/PG Bkgd 3.3.4
Fourth Street		This is a "community magazine" operated by youth in New York City. Students develop skills in photography, writing, interviewing, etc., and get credit.	Mod. 3.3; TG/PG Bkgd 3.3.4
Gloucester Experiment in Restoration		Youth learned restoration skills and restored sculptures in town, participated in a seminar, and received credit.	Mod. 3.3; TG/PG Bkgd 3.3.4
Youth Helper Programs		Students work with handicapped children and other community service projects. Students receive credit for their work which is combined with a seminar.	Mod. 3.3; TG/PG Bkgd 3.3.4
High School Archaeology Project		A real archaeological project is conducted by students as part of their curriculum. Student receive credit for work along with participation and a related seminar.	Mod. 3.3; TG/PG Bkgd 3.3.4
Mitchell High School Senior Seminar		This class uses the community as the main source for learning experiences. Students learn to incorporate direct experiences into academic experiences.	Mod. 3.3; TG/PG Bkgd 3.3.4

	Title of Program	Location	Description	Materials Reference
	Minimum Wage for Students	Montgomery County Maryland	This school hired some of its problem students to work around the school in return for minimum wage. Tasks included painting the school, paneling the principal's office, and watching the school for vandalism.	Aha Index
7.	SCHOOL PERSONNEL DEVELOPMENT			
	Teacher Advisory Program	Adams County, Colorado	Counselor training is provided to enhance the advisory skills of teachers and improve their communication with students. An unusual factor is that students are allowed to select their own advisor.	Mod. 3.1; TG/PG Bkgd 3.1.2
	Administrator Image Audit	Adams County, Colorado	This program makes use of a group activity designed to help administrators define and improve their image through peer feedback. Upon completion of this group experience opportunities are created to give administrators greater contact with students; e.g., Open Door policy.	Mod. 3.1; TG/PG Bkgd 3.1.2
8.	LAW RELATED EDUCATION			
	Teenagers, the Law and Social Problems	Claymont, Delaware	A citizenship class is held for 9th graders. Course content includes: understanding the responsibilities of citizenship and participation, the rights and needs of others, and use of decision making skills on controversial issues.	Aha Index

V. Environment

Title of Program	Location	Description	Materials Reference
2. CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN			
Access Control	Broward County, Florida Deerfield Park High School	This high school utilizes natural barriers to protect the school parking lot from public use. Landscaping and rocks are used to form more natural territory demarcation and access.	Mod. 6.2; TG R Mat. 6.2.2
Improvements in School Environment	Broward County, Florida South Plantation High School	In order to decrease traffic flow congestion, this school removed all benches in a narrow corridor, added exit doors, and painted murals to increase the aesthetic quality and reinforce the atmosphere of movement.	Mod. 6.2; TG R. Mat. 6.2.10
Improvements in School Environment	Cambridge, Massachusetts Cambridge Rindge and Latin School	A variety of environmental design strategies have been used by this school including trees, glassed in galleries, many windows, locating study carols along the hallways, and a garden area near the entrance to the school.	Mod. 6.3; TG 6.A; NSRN Introductory Slide Show
Decorative Iron Grill Work	Brownsville, Texas	This school purchased decorative iron grill work, painted white, and placed flower boxes at the window sills instead of barring windows.	Aha Index
Gathering Area	Broward County, Florida South Plantation High School	A gathering area was relocated from a parking lot to an unused internal courtyard bordered by two rows of windows and an open corridor.	Mod. 6.2; TG

Title of Program	Location	Description	Materials Reference
Bus Loading		This school increased student safety by limiting the numbers of buses loading students to five. This enabled one teacher to more easily observe the single loading area and protect student safety.	Mod. 6.2; TG R. Mat. 6.2.3
Mini-Plazas	Broward, Florida South Plantation High School	This school made use of mini-plazas and patios for student gathering areas. These spaces were built where natural surveillance by teachers in the classroom could occur. The gathering places were isolated from outsiders.	
Teacher Planning Area	Broward County, Florida Boyd Anderson High School	A teacher planning area was located along an isolated corridor to provide for increased surveillance.	Mod. 6.2; TG R. Mat. 6.2.10
Teacher Planning Area	Broward County, Florida MacArthur High School	Windows were installed in the walls between the classroom and passage ways to increase student's sense of security and teacher surveillance of the hallways.	Mod. 6.2; TG R. Mat. 6.2.10
Natural Surveillance	Broward County, Florida Deerfield Beach High School	Windows were installed in exterior walls along stairways to enhance natural surveillance of the stairways of passersby.	Mod. 6.3; TG R. Mat. 6.2.10

	Title of Program	Location	Description	Materials Reference
4.	INVOLVING STUDENTS IN ENVIRONMENT			
	Bathroom Mural	Philadelphia, Pennsylvania Architects in Schools Program	A project was developed to make the girls bathroom more attractive. A mural in the bathroom was painted to help reduce graffitti and other types of damage to the walls.	Mod. 6.1: TG/PG Bkgd 6.1.3
	Decorating Corridors and Landscaping	Crockett, Texas	Students were involved in decorating corridors and landscaping the gardens in this school. They were given release time from classes or worked after class to complete these projects.	Mod. 6.3; TG
	Students Painting School	Montgomery County, Maryland Mark Twain School	Students were hired at minimum wage to paint the school.	Aha Index
	Twelve-Ton Rock	Connecticut High School	This school bought a 12-ton rock for the school lawn and established a center for student graffitti: cost $200.	Aha Index Institute of Governors, University of Georgia

VI. Discipline and Governance

	Title of Program	Location	Description	Materials Reference
2.	GUIDELINES, CODES, AND HANDBOOKS			
	Rule Consequency Chart	San Francisco, California San Francisco City Schools	This San Francisco school surveyed its teachers and designed a rule-consequence chart for students based upon teachers recommendations. The chart is posted in high-visibility locations throughout the school.	
	Introducing Rules	New York, New York City Schools	New York schools include a copy of the rules in the student handbook and pass out copies yearly to all persons related to the school.	Mod. 2.3; TG/PG Bkgd 2.3.1
	Introducing Rules	Baltimore, Maryland	The school principal reviews rules in the homeroom both personnally and on the PA system at the beginning of each year.	Mod. 2.3; TG/PG Bkgd 2.3.1
	Introducing Rules	Chicago, Illinois	Chicago prints up its rules and gives them out in the form of a newspaper each year.	Mod. 2.3; TG/PG Bkgd 2.3.1
	Introducing Rules	Dallas, Texas Dallas Independent School District	Teachers review the written rules with students during the first three days of school.	Mod. 2.3; TG/PG Bkgd 2.3.1
7.	ALTERNATIVES TO SUSPENSION			
	Alternative Education Center	Roanoke, Virginia Roanoke City Public Schools	This is a continuing education center for students experiencing difficulty in the city schools. Individualized instruction is used to stress the importance of intellectual independence and self-esteem.	Aha Index

Title of Program	Location	Description	Materials Reference
In-House Suspension	Seattle, Washington	This is a detention program with strictly enforced rules. Students complete regular course work and receive tutoring.	Mod. 2.5; TG/PG TAB #12
In-House Suspension	Reno, Nevada	Students are suspended but kept in a special class in the school. All course work is required of the student while they receive counseling.	Mod. 2.5; TG/PG TAB #12
Saturday Work Study Program	Orange County, California	Students meet on Saturday and complete work for academic assignments. Teachers are paid an additional stipend for their additional time.	Mod. 2.5; TG/PG
Help Center	New Berlin, Wisconsin	An individually tailored academic program which also emphasizes vocational preparation.	Mod. 2.5; TG/PG TAB #12
Continuing Education Center	Prior Lake, Minnesota	Students are placed in this classroom to cool off. Behavior contracts are written between the teacher and student encouraging the student to change their behavior.	Mod. 2.5; TG/PG TAB #12
Alternative to Suspension Class	El Paso, Texas	A portable classroom trailer provides a place for problem students to get counseling and catch up on class work.	Mod. 2.5; TG/PG TAB #12
In-School Suspension Group	Columbia, South Carolina	A teacher works intensively with the student and their regular class work. Referrals to community services accompany a referral to this class.	Mod. 2.5; TG/PG TAB #12

Title of Program	Location	Description	Materials Reference
Quiet Room	Lincoln, Nebraska	The principal monitors a nearby room where students with behavior problems are referred. The program is short term and essentially makes use of the techniques of isolation and loss of privileges.	Mod. 3.1; TG; Mod. 2.5; TG/PG; TAB #12
Alternative Education Assignment	Evansville, Indiana	A program for disruptive students in which isolation and loss of privileges are used to reshape student's behavior.	Mod. 2.5; TG/PG TAB #12
Intensive Learning Classes	Buffalo, New York	Special learning sessions, counseling, and physical education are employed by the teaching staff with problem youth. The emphasis here is on remedial academic work.	Mod. 2.5; TG/PG TAB #12
Cope Program	Wexford, Pennsylvania	A student is placed in a study room where he/she continues their course work plus receives counseling.	Mod. 2.1; TG; Mod. 2.5; TG/PG TAB #12
Afternoon Alternative School	Syracuse, New York	The AAS is an after-school program which includes instructions along with work study. Students engage in work projects both at the school and in the community.	Mod. 2.1; TG; Mod. 2.5; TG/PG: TAB #12
Time-Out Room	St. Petersburg, Florida	Staff in the junior high school make use of a special classroom for disruptive students. The program is short term and staff teach mini-lessons in values clarification and transactional analysis.	Mod. 2.1; TG; Mod. 2.5; TG/PG; TAB #12

Title of Program	Location	Description	Materials Reference
Cooling Off Room	Colorado Springs, Colorado Sabin Junior High	This school places "temporarily out-of-control" students into a quiet room where they remain until they regain composure. The room is carpeted and has large pillows but no furniture. The room is located away from other classes and the school counselor is available at all times a student is present.	Aha Index
Project Advocate	Geneva, Illinois	This is a short-term (3-4 semesters) self-contained program for the severely behavior-disordered student. Students are referred because they present major behavior problems in the classroom but are not delinquent. Behavior modification, time-out rooms, and a token economy are several of the tools employed to reshape behavior. Parents are a central part of this program and are taught child management skills.	Aha Index
Behavior Modification Clinic	Gary, Indiana William A. Wirt High School	The clinic serves as an alternative to suspension room. Students are referred to the clinic and work on specially designed mini-units and a variety of activities.	Alt. App. 2.4
Crisis Room/Sharing and Caring Room	Dayton, Ohio	This is an alternative to suspension class. Students continue regular classroom assignments and have counseling available to them.	

Title of Program	Location	Description	Materials Reference
Continuing Education Center	Prior Lake, Minnesota	This program serves as an in-school suspension program. Students write a behavioral modification contract, continue with regular class assignments, and meet with counselors.	Alt. App. 2.4
10. INVOLVING STUDENTS AND TEACHERS IN DEVELOPMENT OF RULES			
Discipline Policy Board	Philadelphia, Pennsylvania City Schools	In Philadelphia students are appointed by the student council and serve on discipline policy boards. The board makes recommendation on rules and consequences to school administrators.	Mod. 2.3; TG/PG Bkgd 2.3.1
Discipline Board	Los Angeles, California	In Los Angeles students run for election to serve on discipline boards each year.	Mod. 2.3; TG/PG Bkgd 2.3.1
Discipline Committee	New York City, New York	The school administrator appoints students to help a group of parents, teachers, and administrators write discipline policies.	Mod. 2.3; TG/PG Bkgd 2.3.1
Discipline Committee	Chicago, Illinois	Elections are held and students compete to represent the student body on the discipline committee.	Mod. 2.3; TG/PG Bkgd 2.3.1
Parents Action Discipline Committee	Washington, D.C.	The committee is composed of 11 parents and reviews all problems of student misbehavior.	Aha Index
Induction Program	Milwaukee, Wisconsin City Schools	In a special "Induction Program" rules and related information are shared with new students by counselors before they enter the regular classroom.	Mod. 2.3; TG/PG Bkgd 2.3.1

Title of Program	Location	Description	Materials Reference
Discipline Committee	Prince George's County, Maryland	The principal selected several teachers and a large group of students (making sure minorities were well represented) to meet in a nearby 4-H center. During this workshop the principal asked for student input on all the rules and discipline policies. Following this meeting, a smaller bi-racial committee was formed to continue consulting with the principal.	Aha Index

VII. School-Parent-Community Relations

Title of Program	Location	Description	Materials Reference
2. PARENT-NEIGHBORHOOD-COMMUNITY INVOLVEMENT			
Community School Committee		This rural western middle-income school district created a community/ school committee to review school discipline policies after much disruption in the school had actually occurred. The committee revised and made the school rules more practical.	Mod. 7.3 TG Bkgd 7.3.5
Parents Offer Mini-Courses		Mini-courses in human relations, career issues, etc., were presented by parents to students, teachers, and other adults to improve relations between the various groups.	Mod. 7.3; TG/PG Bkgd 7.3.1
School Activities Card	Westchester, Pennsylvania	Volunteers in this school receive, in return for their work, a card which admits them to all school activities.	Mod. 7.3
Encouraging Volunteerism	Cedar Rapids, Iowa	Restaurant owners in this school district area treat school volunteers to free food and coffee.	Mod. 7.3
Encouraging Volunteerism	Prince George's County, Maryland	Volunteers receive certificates of recognition signed by school board officials.	Mod. 7.3
School-Community Relations Committee	Kansas City, Missouri	A committee of parents and teachers meet every nine weeks to discuss mutual concerns and goals.	Mod. 7.3; TG Bkgd 7.3.3
Parent Advisory Council		This council makes recommendations regarding the operations and curriculum of an alternative high school.	Mod. 7.3; TG Bkgd 7.3.5

Title of Program	Location	Description	Materials Reference
Parent Rap Group	New York City, New York	Every Friday afternoon, parents from the community form into a "rap group" with the principal and faculty who are having problems with students. Parents advise school staff as to how to handle problem situations.	Aha Index
Teaching School Community About School Rules	Urbana, Illinois	Teachers meet with parents and Lreal Elementary rules, and participate in group and individual conferences. These meetings are held during the first week of school in regular classrooms.	Aha Index students together, revi
Consultive Council	New York City, New York	A group of parents, faculty, and staff volunteers write and modify school policies. Their efforts constitute recommendations to school officials.	Mod. 2.3; TG/PG Bkgd 2.3.1
Child Parent Education Center	Chicago, Illinois City Schools	A volunteer group of students and parents act as a policy recommending body to Chicago City School officials.	Mod. 2.3; TG/PG Bkgd 2.3.1
Partners in Educational Planning	Dallas, Texas Dallas Independent School System	This group of teachers and students identify and prioritize behavior problems in the schools and make recommendations as to the accompanying consequences.	Mod. 2.3; TG/PG Bkgd 2.3.1
Flint Community Schools	Flint, Michigan	Senior citizens meet at the community school in their area and become involved in educational and hobby activities. Senior citizens also provide services to the handicapped elderly.	TAB #21

Title of Program	Location	Description	Materials Reference
Jackson Community Schools	Salt Lake City, Utah	In this program, a coordinator acts as a contact between the neighborhood and services provided by social agencies. The coordinator identifies needs of the community and works to match them with social service programs.	Mod. 7.1; TG Bkgd 7.1.4; TAB #4
Takoma Park Junior High Community School	Takoma Park, Maryland	This program allows all students in the area to receive tutoring services in the afternoon. Community members hold a variety of activities in this facility including adult education classes and athletic activities.	Mod. 7.1; TG Bkgd 7.1.4; TAB #4
J. F. Kennedy Community Center and Middle School	Atlanta, Georgia	This school provides services of all kinds (e.g., health, tutoring, recreation, social services) to young and older community members of a large, inner-city neighborhood.	Mod. 7.1; TG Bkgd 7.1.4; TAB #4
Arsenal Technical High School	Indianapolis, Indiana	This program provides technical education and brings together disadvantaged youth with various service agencies and resources.	Mod. 7.1; TG Bkgd 7.1.4; TAB #4
Citizens Advisory Committee	Alfieddee Pont School District	Parents, school staff, and school board officials meet monthly in the school to increase awareness of school programs and to solicit parent advice in problem-solving at the school level.	Aha Index

Title of Program	Location	Description	Materials Reference
Task Force	Dallas, Texas Independent Schools	A task force composed of realtors, higher education people, members of the religious community, city council members, PTA members, and members of the business community meet to discuss school issues and problems.	Mod. 4.2; TG/PG
Tri-Lateral Commission Council	Boston, Massachusetts	The Tri-Laterial Council is composed of the Boston Chamber of Commerce, Boston schools, and National Alliance of Business. The Council works in three areas: a partnership program (pairing schools and corporations), occupational education committee (nolds seminars for teachers), and project STEP (career exploration program).	Mod. 4.2; TG/PG
Parent Volunteers on Counseling Teams	Northwestern Urban School District	A year-round counseling team composed of parent volunteers, professional counselors, teachers, and student volunteers worked with students with behavior problems.	Mod. 7.3; TG Bkgd 7.3.5
Hall Monitors	Newark, New Jersey	Parents act as hall monitors to observe hallway activity and screen visitors to the school.	
Parents Action Discipline Committee	Washington, D.C.	The committee is composed of 11 parents and handles and reviews problems of student misbehavior.	Aha Index
Parent Forum Meeting	Large Eastern City	Meetings are held in this school to encourage a close relationshop with parents and counselors working with disruptive youth.	Mod. 7.3; TG Bkgd 7.3.5

Title of Program	Location	Description	Materials Reference
Parent/Student Advisory Group	Chicago, Illinois	This school established a parent/ student advisory group and trained them on issues of drug abuse. The group then made program recommendations for handling students with drug problems.	Mod. 7.3; TG/PG Bkgd 7.3.1
Volunteer Listener Program	Westchester, Pennsylvania East Bradford School	Parents were asked by the school counselor to provide individual attention to students demonstrating antisocial behavior. This program occurred at the junior high level in an effort to prevent further and more serious behavior from growing.	Mod. 7.3; TG/PG Bkgd 7.3.1
Parent Coffees	North Kansas City, Missouri	Interested parents can meet with school officials every Friday over coffee. Sometimes this is reversed and school officials meet in parents homes.	
3. RELATIONSHIPS WITH LAW ENFORCEMENT AGENCIES			
School Police Liaison Program	Arlington, Virginia	Officers have developed youth law courses, mediate disputes, and organize summer camps at this school.	Mod. 7.5; TG Bkgd 7.5.3, 7.5.4
Memorandum of Understanding	Kansas City, Missouri	This police department cooperated with the school and prepared a "Memorandum of Understanding" outlining each agency's area of responsibilities.	Mod. 7.5; TG Bkgd 7.5.3,

Title of Program	Location	Description	Materials Reference
Officer Friendly	Chicago, Illinois Atlanta, Georgia	Uniformed police visit primary schools to increase children's awareness of police officers and to better the relationships. The program has a national office and regional representatives throughout the U.S.	Mod. 7.5; TG Bkgd 7.5.3, 7.5.4 TAB #9
School Police Liaison Program	Seattle, Washington	Police officers in the school perform law enforcement duties and provide education and counseling about law enforcement.	TAB #3
School Police Liaison Program	Minneapolis, Minnesota	Police officers of the juvenile division are assigned to the school, receive training in preventing delinquent behavior, and assist in the class-related education programs in the schools. Police are involved with surveillance and work with student-parent problems.	Aha Index
School Police Liaison	Evanston, Illinois	Nonuniformed youth officers (2) are assigned to each high school and coordinate the school-security program as well as teach units on laws, crimes, and weapons.	Aha Index
School Police Liaison	Newark, Delaware	Workshops are led by police and held in the school for all community members and school staff. They focus on civil and due process rights of students.	Aha Index

Title of Program	Location	Description	Materials Reference
Operation Star	Fresno, California	Two probation officers provide counseling and structured activities to 9th graders in the afternoons.	Mod. 7.5; TG Bkgd 7.5.3, 7.5.4
Restitution Program	Toledo, Ohio Quincy, Massachusetts	A restitution program places students halftime at school and at a job site. A court officer monitors both activities. The goal of the program is to make juvenile offenders more accountable for their criminal behavior and aware of the consequences.	Mod. 7.5; TG Bkgd 7.5.3, 7.5.4; TAB #23
	Seattle, Washington	Members of different ethnic faculty groups counsel gang members and operate between gangs and authorities.	Mod. 4.3; TG
	Reno, Nevada	School security personnel, probation officers, and district attorneys discuss mutual problems with school gangs. They act as a joint problem-solving team.	Mod. 4.3; TG
	Houston, Texas	Security officers meet with gang members and explain consequences for gang behaviors in an effort to discourage trouble before it starts.	Mod. 4.3; TG
School-Court Relationships	Berrien County, Michigan	This school has developed a formal relationship with its court. A seminar project and counseling program are co-sponsored by both organizations. The seminar is designed to equip educators to deal with behavior problems while the counseling program suggests methods for dealing with problems in the school setting.	Mod. 7.5 TAB #22

	Title of Program	Location	Description	Materials Reference
4.	RELATIONSHIPS WITH JUVENILE JUSTICE AGENCIES			
	Probation Officer in School	Fairfax County, Virginia	Under the authority of the school, a probation officer is placed in the school during severe problems. The officer also assists in identifying potential delinquents.	Mod. 7.5; TG Bkgd 7.5.3, 7.5.4
5.	RELATIONSHIPS WITH COMMUNITY SERVICE AND REHABILITATION AGENCIES			
	Runaway Emergency Action Center Hotline (REACH)	Flint, Michigan	Each school refers runaways to this hotline where a counselor is on duty 24 hours a day. The focus of the program is to return the runaway to the home.	TAB #21
	Multi-Agency Program	Los Angeles, California	Using a team approach, representatives of the school, police, sheriff's office, and social services work to provide a variety of alternatives for youth.	Mod. 7.5; TG Bkgd 7.5.4
	Outreach Worker	Evanston, Illinois	Outreach workers employed by the school visit the homes of students having problems. Workers talk to parents about attendance, classroom behavior, or other identified problems.	Aha Index
	Youth Action Centers	Dallas, Texas	Different agencies hold membership in this group and provide outreach assistance to troubled youth in decentralized locations.	Mod. 7.5; TG Bkgd 7.5.4; TAB #14

Title of Program	Location	Description	Materials Reference
Maryland Juvenile Services Administration State of Maryland		A network involving the State Education, Health, and Mental Hygiene, and State Human Resources agencies is being developed to provide a comprehensive delinquency prevention program for youth.	Mod. 7.5; TG Bkgd 7.5.4 TAB #14
601 Juvenile Diversion Project	Sacramento, California	The Sacramento Probation Department provides short-term family crisis counseling in lieu of juvenile court referrals. Youth, parents, and staff counselors meet weekly to work out the delinquency problem together.	Aha Index
Project New Pride	State of Colorado Division of Youth Services	Staff in this program work with delinquents who have lengthy court records. Educational, counseling, and job referral services are the central components of this project.	Aha Index
Interagency Meetings	San Diego, California	A meeting of local police department officers, probation and parole officers, sheriff's department, and school security officers is held monthly to discuss problems of gangs and other law-breakers.	Mod. 4.3;TG
Conflict Resolution Service	Available in 10 regions/Department of Justice	Teams of trained personnel work with gangs and other groups needing assistance to resolve conflicts.	Mod. 4.3; TG

Title of Program	Location	Description	Materials Reference
Community Youth Program	Bronx, New York	This is a community-based youth care program operating in a high crime area. Its services are oriented toward adolescent single parents, nomadic and truant youth, and people with medical needs. Emergency shelter and a referral service is also available.	Aha Index
Neighborhood Youth Resources Center	Philadelphia, Pennsylvania	This community center offers a wide range of services for students/youth living in a high-crime, inner city area. Its services include crisis intervention, legal representation, educational assistance, and referral to cooperating agencies.	Aha Index
Career Awareness Program	Omaha, Nebraska Girls Club	This service provides young women with job search assistance, career counseling, and job training. Referrals are received from the courts and schools. They specialize in working with truant students.	Aha Index
Child Assessment Team	Clear Creek County, Colorado	A social service delivery agent coordinates agency services to youth (in these schools) and family members. Accurate assessment of needs and matching needs to resources is the key to the success of this project.	Mod. 3.1; TG/PG Bkgd 3.1.2

Title of Program	Location	Description	Materials Reference
Yerba Buena Program	San Jose, California	Utilizing a school-based interagency approach, this program led probation officers, social workers, and a variety of community members to become a part of the school, identify problems, and work for solutions.	Mod. 7.1; TAB #6; TAB #30
School Youth Advocacy	Lansing, Michigan	This program assists institutionalized youth to reintegrate into their school system. Staff at the department both counsel students and act as ombudspersons within the school.	Mod. 3.3; TG/PG 3.3.4
6. GOVERNMENT AND PRIVATE SECTOR RESOURCES AND FUNDING			
Adopt-A-School	Oakland, California	Businesses, industries, and organizations work with schools and provide funding, projects, and personnel to support services the school deems necessary; e.g., remedial teaching, library services, and career development.	Mod. 7.4; TG Bkgd 7.4.1; TAB #25
9. SCHOOL-PUBLIC RELATIONS			
Information Centers	Dallas, Texas	This school established five community information centers conveniently reached by parents.	Mod. 7.3; TG Bkgd 7.3.3
Community Days	North Kansas City, Missouri	This school utilizes "community days" and mini-fairs on the school grounds to bring staff and parents together informally.	Mod. 7.3; TG Bkgd 7.3.3

Title of Program	Location	Description	Materials Reference
Annual Fair	North Kansas City, Missouri	This school system holds an annual fair of displays to promote parent/ community awareness and involvement.	
Daily Newsletter	Dallas, Texas Dallas Independent School System	In order to enhance communication and awareness between the school and community members, as well as the administration and teachers, this school system publishes a daily newsletter targeted at these audiences. The news media also receives a copy.	Aha Index

VIII. Interpersonal Relations and Communications

Title of Program	Location	Description	Materials Reference
4. WORKING WITH YOUTH			
Adoption by Teacher	Dallas, Texas	A teacher who gets along well with disruptive youth "adopts" the student as a special concern. The student may check in with the teacher several times a day to discuss problems and talk.	Alt. App. 2.4
Weekly Discussion Group	Columbia, South Carolina	A teacher or administrator meets with approximately 20 students each week for a discussion session. Each school uses the same topic in discussion for a given week.	Alt. App. 2.4
SOS---Save One Student		This program uses school personnel, including custodial, and secretarial staff to counsel and work with students.	Alt. App. 2.4
Buddy System		Two students create a team to assist each other in avoiding trouble. The principal assigns an older, more successful student to serve as guide to a student with a behavior problems.	Alt. App. 2.4
Guardian Angel Breakfast	Denver, Colorado	Once every two weeks the principal meets with 15-20 students and several parents and teachers for breakfast served by the Home Economics class. The goal is to bring all members of the school community together in a relaxed atmosphere.	Mod. 3.1; Bkgd 3.1.2

	Title of Program	Location	Description	Materials Reference
5.	COUNSELING PROGRAMS			
	Grade Teams	Los Angeles, California City Schools	L.A. schools form "grade teams" composed of teachers who manage disruptive students. This group meets weekly and coordinates discipline strategies as misbehaviors occur.	
	Girls at Risk Coalition	Philadelphia, Pennsylvania	Four organizations for girls (YMCA, Girls Club, Girl Scouts, and Teen Aid) organized a "girls-at-risk" coalition. This group counsels girls referred to the juvenile justice system, who are drop-outs, runaways, pregnant, etc. They provide information, shelter services, advice, and referral.	Aha Index
	Counseling Team	Northwestern Urban School District	This school organized a "counseling team" of parents, professionals, and school staff to work with students curbing disruption and tension.	Mod. 7.3; TG Bkgd 7.3.1
	Palo Alto Peer Counseling Program	Palo Alto, California	This program trains junior and senior high school students to be peer counselors. Students are trained in groups of 10 or 12 and use a curriculum which focuses on communications skills, decision making, and ethnics and strategies of counseling.	Alt. App. 2.4

Title of Program	Location	Description	Materials Reference
Peer Culture Development	Illinois and Michigan	This is a group session for students held daily in participating schools. A specific agenda is followed in sessions. Problems are reported; the meeting is awarded to a student with a problem; the problem is discussed; and a summary is made.	Mod. 4.2; TG/PG Alt. App. 2.4
Shoulders	Marin County, California	Students are trained to be peer counselors in a 13 week program. Once trained, they can work in an Outreach program and be involved with individual and group counseling activities as well as other activities to improve school climate.	Alt. App. 2.4
Guided Group Interaction	Berrien County, Michigan	GGI is a peer group counseling method developed by the School Youth Advocacy Program, Michigan Department of Social Services. Students meet in groups of their own sex to discuss problems.	Mod. 4.2; TG/PG Alt. App. 2.4
Peer Group	Manasquan, New Jersey	High risk students, grades nine and ten are placed in groups of outstanding eleventh and twelfth graders and two staff members to discuss school life, home situations, and social interactions.	Alt. App. 2.4
T.A.L.K. Teachers Available to Listen to Kids	Mesa, Arizona	T.A.L.K. team members include teachers, counselors, and nurses. Students can go voluntarily to an individual session with a T.A.L.K. team member or be referred.	Alt. App. 2.4

Title of Program	Location	Description	Materials Reference
Reality Therapy	Columbia, Maryland Wilde Lake High School	The system used at this school is based on William Glasser's reality therapy. Teachers and students work with a behavior contract when misbehavior occurs.	Alt. App. 2.4
Community Psychologist	Boston, Massachusetts English High School	A psychologist from Children's Hospital in Boston, Massachusetts, works one hour a day in the high school. The teacher sits in an empty classroom and talks to students who drop in.	Alt. App. 2.4
Louisiana Behavior Clinic	East Baton Rouge, Louisiana	Students with minor discipline problems are assigned to the clinic which is held after school. In the clinic students discuss their problems and receive counseling.	Alt. App. 2.4
Student Adjustment Center	Florida	Students with discipline problems work on basic skills and receive behavioral tutoring.	Alt. App. 2.4
P.A.S.S. Student Survival Program	Pinellas County, Florida	This is a 12-week group counseling and psychological education program for students. Students meet once a week for an hour and learn to "survive" in school.	Alt. App. 2.4
P.A.S.S. Basic Encounter for Students	Pinellas County, Florida	This is a group counseling program for students. Students meet once a week for two hours for 12 weeks. The group is led by a trained professional.	Alt. App. 2.4

Title of Program	Location	Description	Materials Reference
P.A.S.S. Student's Home Survival Course	Pinellas County, Florida	This is a 12-week, one-hour a week course for students with the focus on surviving and adapting at home.	Alt. App. 2.4
P.A.S.S. Workshops/Seminars for School Staff	Pinellas County, Florida	All school staff participate in workshops designed to h feel more a part of the school community.	Alt. App. 2.4
P.A.S.S. Basic Encounter for School Personnel	Pinellas County, Florida	This is a 12-week course for school personnel in which members meet and explore feelings and interactions.	Alt. App. 2.4
Parent Training Group	Pinellas County, Florida	This is a six week program for parents in which parent effectiveness training, behavior modification, transactional analysis, and values clarification are explored.	Alt. App. 2.4
Teacher-Counselor	Montgomery County, Maryland Western Junior High	Students are allocated 20 minutes daily to meet with teachers to discuss any problems they wish. The goal is to bring the student into daily contact with a caring adult. All school staff participate in this program and in return receive release time from other duties.	Aha Index
Effective Education Program	Appoquinimrick, Delaware Appoquinimrick School District	Workshops are held in the school for students having behavior problems. Students participate in values clarification exercises and behavior modification programs in order to gain insight or change their disruptive behavior.	Aha Index

	Title of Program	Location	Description	Materials Reference
7.	CONFLICT MANAGEMENT/DISPUTE RESOLUTION			
	School Senate	Poudre, Colorado Poudre School District	A senate composed of students, parents, teachers, and one administrator replace the traditional school government and become the decision-policy making group in the school.	Mod. 3.1; TG/PG Bkgd 3.1.2
	Conflict Resolution Team	Prince George's County, Maryland	A team of school staff or an outside team work to provide services during times of crisis; e.g., listen to complaints of students and parents and act as go-between with students and school authorities.	Mod. 4.2; TG/PG; Part. Wksheet 4.2.2
	Nashville Panel	Nashville, Tennessee	This Emergency School Assistance Act (ESAA) project works with schools and civic and religious groups to introduce peaceful ways of dealing with conflict.	Mod. 4.2; TG/PG; Part. Wksheet 4.2.2
	Conflict Management/Dispute Resolution	Portland, Oregon John Adams High School	Students and teachers elect representatives to form policy making bodies.	Mod. 4.2; TG/PG; Part. Wksheet 4.2.2
	Steering Committee	Kenai, Alaska	A steering committee of students, faculty, and one administrator make policy for the school--its curriculum, approach, and general direction.	Mod. 4.2; TG/PG; Part. Wksheet 4.2.2

Title of Program	Location	Description	Materials Reference
Student-Faculty Court	Detroit, Michigan Dominican High School	A court consisting of two elected students, two elected faculty, and one administrator works with students who violate rules.	Alt. App. 2.4
Student Grievance Committee	Denver, Colorado	Students can submit complaints alleging an unfair practice.	Alt. App. 2.4
Student Ombudspersons	Cincinnatti, Ohio Withrow High School	The student program consists of eight members and has developed a course for skills necessary for ombudsmanry.	
Student Ombudspersons	Cincinnatti, Ohio Woodward High School	Numerous cases are handled by the student ombudspersons including work as counselors, mediating, and discipline practices and change of grades.	
Ombudsperson	Montgomery County, Maryland	The program began in 1968 with a full time ombudsperson reporting to the principal and superintendent. The ombudsperson acts as an objective third party in disputes and acts on behalf of students, parents, and teachers in resolving conflicts.	Mod. 4.2; TG/PG; Alt. App. 2.4
Ombudspersons	Philadelphia, Pennsylvania	Ninety ombudspersons were selected for 23 schools and work to improve school relations.	Mod. 4.2; TG/PG; Alt. App. 2.4

Title of Program	Location	Description	Materials Reference
Behavior Contracts	Dallas, Texas John B. Hood School Modesto, California Headrest Youth Services Bureau Columbia, Maryland Wilde Lake High School	A behavior contract is one tool a school staff can employ to control or modify a student's behavior. In the contract, the teacher articulates desired behavior and the student states what he/she will do to achieve the desired goal.	TAB #7
Student Supreme Court	Columbia, South Carolina Spring Valley High School	The court is composed of students and rules on disciplinary actions appealed by students.	Alt. App. 2.4
Personal Relations Worker	Dallas, Texas Dallas Unified School District	The personal relations worker is a full time employee of the school and focuses on improving relationships between teachers, students, and principals.	Mod. 4.2; TG/PG; Alt. App. 2.4
9. STUDENTS IN GOVERNANCE			
Superintendents Cabinet of Student Representatives	Syracuse, New York	The cabinet meets monthly to discuss situations, trends, and solutions to problems.	Alt. App. 2.4
Student Ombudsperson	Cincinnati, Ohio National Conference of Christians and Jews	Students are trained to act as ombudspersons. This is a one year training course with weekly meetings where students learn skills in mediation, negotiation, fact-finding, etc.	Mod. 4.2; TG/PG; Part. Wksheet 4.2.2; Alt. App. 2.4

Title of Program	Location	Description	Materials Reference
Student Grievance Committee	Prince George's County, Maryland	Students with a grievance go to the school student grievance committee or submit their complaint in writing. A hearing is conducted and recommendations are made to authorities.	Mod. 4.2; TG/PG; Part. Wksheet 4.2.2; Alt. App. 2.4
Student Court	Dallas, Texas Independent School District	Students who are charged with breaking rules have their case heard by their peers. The court determines guilt/innocence on rules and sanctions.	Mod. 4.2; TG/PG: Part. Wksheet 4.2.2; Alt. App. 2.4
Fairness Committee	Cambridge, Massachusetts Cambridge Rindge and Latin School	Students and teachers are trained in problem-solving, conflict analysis, and group process in order to design and suggest solutions to problems.	Mod. 4.2; TG/PG; Part. Wksheet 4.2.2; Alt. App. 2.4
Rumor Control Center	Granada Hill, California Evanston, Illinois Ann Arbor, Michigan Prince George's, Maryland	Students and/or school officials work via a hotline to disseminate accurate information about school crises and rumors.	Mod. 4.2; TG/PG; Part Wksheet 4.2.2

IX. Juvenile Delinquency and Juvenile Justice

Title of Program	Location	Description	Materials Reference
1. GENERAL REFERENCE			
Antivandalism Campaign	Fayette County, Kentucky	Local business people, clubs, schools, and police officers conducted an anti-vandalism campaign. Assemblies, student workbooks, slides, films, contests, and public media were used.	TAB #19
2. JUVENILE DELINQUENCY PREVENTION PROGRAMS (COMMUNITY-BASED)			
Neighborhood Youth Diversion Project	Bronx, New York	This is a community based alternative to the juvenile justice system. Predominantly serving minority youth, staff work with the youth, family members, provide tutoring, and act as a liaison with the court system.	Aha Index
Adolescent Diversion Project	Champaign-Urbana, Illinois	This project is the result of collaboration between the local university and criminal justice system. Volunteer graduate students work with juvenile contracts primarily through the tools of behavior contracts or referrals to social services.	Aha Index
David V. Kenyon Juvenile Justice Center	Los Angeles, California	A geographically centralized system of juvenile justice services was established in Los Angeles in an effort to develop more efficient and effective methods for alleviating juvenile crime.	Mod. 7.5; TG Bkgd 7.5.3, 7.5.4

Title of Program	Location	Description	Materials Reference
Community Arbitration Project	Anne Arundal, County, Maryland	In an effort to alleviate the burden of the juvenile court while still impressing upon offenders the consequences of their behavior, the youth, his/her parents, and the victims are brought together by an attorney-arbitrator. If the case cannot be resolved to the agreement of all, it is referred back to the court. Sentences typically include restitution and community work.	Aha Index